

Limited English Proficient (LEP)/ELL Data Management Template

Date: _____ Student Name: _____ Birth date: _____ Classroom Teacher: _____ Grade: _____ School: _____

Step #1: The Home Language Survey indicates 1st language is other than English

Home Language Survey	1 st Language
Number of Years in the USA	Number of Years of English Instruction

Issues/Stages of Cultural Adaptation

Stage	Typical Behavior	Yes or No plus notes
1. Initial, Positive Stage	Cooperative, Desire to please	
2. Overwhelmed by Change	Fearful, lonely	
3. Uprooting, Survival Stage	Mixed Emotions	
4. Shock, Emotional Overload	Depressed, frustrated, insecure, withdrawn, hostile, critical	
5. Adaptation Period	A. Retreat to first culture B. Give up first culture C. Embrace both 1 st and New Culture	
6. Culture Split or Acculturation	Fear of lack of acceptance in either 1 st or new Culture	
7. Deepest Adaptation	Comfortable in New Culture while deep connection with 1 st Culture	

Adapted from Hamayan, 2007, *Special Education Considerations for ELLs*. Caslon Publishing

Step #2: Idaho English Language Assessment (IELA) Placement or Spring Test Scores

ELL <i>Placement</i> Test Date	Numerical Score	Proficiency Level • Beginning • Intermediate • Advanced	IELA <i>Spring</i> Test Date	Numer- ical Score	Proficiency Level 1—Beginning 2—Adv. Beginning 3—Intermediate 4—Early Fluent 5--Fluent	Idaho Percentile
		Speak/ ---- Listening Reading--- Writing---			Speak— Listen— Read— Write— Comprehend	

Other assessments used to determine English or 1st language proficiency

Date Administered	Name of Assessment Tool	Results

Step #3: Interventions have been designed and implemented for the student (i.e., Read Naturally, Reading Academy, HM ELL Support curriculum, extended day school).

INTERVENTION DESIGNED FOR STUDENT

Date of Intervention And Name of highly qualified staff member delivering the intervention	Description of Intervention Intervention should be tried for 10-12 weeks.
	<ol style="list-style-type: none"> 1. <u>Define problem in measurable terms:</u> 2. <u>Student's baseline</u> 3. <u>Target Performance Goal</u> 4. <u>Implement intervention with fidelity</u> <ul style="list-style-type: none"> • <u>Materials used</u> • <u>Number of minutes per day plus number of weeks administered</u> 5. <u>Monitor Progress</u> 6. <u>Observation Data is attached</u> 7. <u>Narrative below describes resistance/response to scientifically research-based intervention.</u>

Resistance/Response Narrative:

INTERVENTION DESIGNED FOR STUDENT

Date of Intervention And Name of highly qualified staff member delivering the intervention	Description of Intervention Intervention should be tried for 10-12 weeks.
	<p>8. <u>Define problem in measurable terms:</u></p> <p>9. <u>Student's baseline</u></p> <p>10. <u>Target Performance Goal</u></p> <p>11. <u>Implement intervention with fidelity</u></p> <ul style="list-style-type: none"> • <u>Materials used</u> • <u>Number of minutes per day plus number of weeks administered</u> <p>12. <u>Monitor Progress</u></p> <p>13. <u>Observation Data is attached</u></p> <p>14. <u>Narrative below describes resistance to scientifically research-based intervention.</u></p>

Resistance/Response Narrative:

Step #4. Give student data describing the difference in acquisition rate and academic performance compared to similar peers (1. Same culture; 2. Near same age; 3. Similar History in American Schools)

Student Identification	Peer Identification	Student Acquisition Data	Peer Acquisition Data
1. Age 2. Culture 3. History in American Schools	Peer #1 1. Age 2. Culture 3. History in American Schools		Peer #1
	Peer #2 1. Age 2. Culture 3. History in American Schools		Peer #2
	Peer #3 1. Age 2. Culture 3. History in American Schools		Peer #3

***Graphs of acquisition rate and academic performance are attached (AIMS Web).**

Narrative describing acquisition rate and academic performance compared to similar peers:

Step #5: Response possibilities:

_____ The following **new interventions** will be designed for the student

1. _____
2. _____
3. _____

_____ **Educational Learning Plan (ELP) will be set up for the student.**

_____ **Special Education Department will proceed with eligibility report.**

- Autism
- Cognitive Impairment
- Deaf-Blindness
- Deafness
- Developmental Delay
- Emotional Disturbance
- Health Impairment
- Learning Disability
- Multiple Disabilities
- Orthopedic Impairment
- Traumatic Brain Injury
- Visual Impairment including Blindness
- Speech and/or Language Impairment

_____ **Special Ed will develop an Individualized Education Program (IEP)**

_____ **School Counselor and Principal will develop a 504 Plan**

504 Definition: “an individual with a disability is one who has a physical or mental impairment that substantially limits one or more ‘major life activities.’”

Step #6: Response to Intervention (RTI) or Multi-disciplinary Team members (MDT) have met on the following dates:

Date of Meeting	MDT Members
	<div>Print Name _____ Signature _____</div> <div>Print Name _____ Signature _____</div> <div>Print Name _____ Signature _____</div> <div>Print Name _____ Signature _____</div> <div>Print Name _____ Signature _____</div> <div>Print Name _____ Signature _____</div>
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